

bring various professional or cultural perspectives to your classroom?

Some parents reading this may say that they do not have the time to get *this involved* in school matters. And some teachers will say that their work load is time-consuming enough without assuming the responsibility for encouraging parent involvement or making regular and personal progress reports on each student. It seems to me that we need to focus this energy and concern on a common question: What is it that each of us can do to increase the quality of education and to strengthen the process of communication in our own school? Teachers and schools need community participation and support. As parents, how can we provide that in an open, responsive way? Parents need information, access, and involvement. As teachers, how can we promote these in an open, helpful manner? As citizens, we are all accountable for the quality of the educational process. Parents and teachers need to assume this responsibility. □

The New NCSS Bulletin That
Faces Up to the Question:

Can Teaching Achieve Full Professional Status?

Competency Based Teacher Education: Professionalizing Social Studies Teaching

Dell Felder, Editor
NCSS Bulletin 56, 1978
Paper, \$5.95

Order, prepaid, from
NCSS Publications Sales
Suite 400, 2030 M Street NW
Washington, D.C. 20036

Index to *Social Education*, Volume 42, 1978

Social Education is indexed in *Education Index*

Pages 1-88	January
Pages 89-164	February
Pages 165-250	March
Pages 251-326	April
Pages 327-426	May
Pages 427-548	October
Pages 549-650	November-December

AUTHORS

ALEXANDER, MARY, CECE BYERS, and ELSIE FREIVOGL. Introductory Material for Special Section on "A Documentary Approach to Civil Rights." 563-570. See also, DOCUMENT OF THE MONTH.

ALPERN, MILDRED. Images of Women in European History, 220.

ANTOLIK, BROTHOR RAYMOND. Bamboo: Strategies for Teaching About Aspects of Asian Cultures, 144.

BAILEY, MOLLIE B. See HASH, RONALD J.

BANKS, JAMES A. Multiethnic Education Across Cultures, 177; Reactions to "Putting Black into Brown," 191.

BERG, JOHN L. Information Privacy, 322.

BLAGA, JEFFREY J., and DIANE SCHEMP BOYD. Studying Government Through Practical Community Encounters, 146.

BYERS, CECE. See ALEXANDER, MARY; see also, DOCUMENT OF THE MONTH.

CARLSON, KEN. Censorship Should Be a Public, Not a Professional, Decision, 118.

CHABE, ALEXANDER M. Leo Tolstoy: *War and Peace*, 349.

CHARTOCK, ROSELLE. A Holocaust Unit for Classroom Teachers, 278.

CLARK, LEON E. The Middle East, 444.

CLARK, TODD. Why We Need Better Multiethnic Education, 163; Information Privacy, 323; Teacher Power—A Fantasy, 411.

CLINE, RUTH K. J. and BOB L. TAYLOR. Integrating Literature and "Free Reading" into the Social Studies Program, 27.

COGAN, JOHN J. Implementing Global Education in the Elementary School, 503.

COOPER, B. LEE. Beyond Flash Gordon and "Star Wars," 392.

CORTÉS, CARLOS E. Reactions to "Putting Black into Brown," 192.

CROOM, BEVERLY JO. Aging Education for the High School Student, 406.

CUBAN, LARRY. Introduction to Discipline and American Students, 98; Afterword, 112.

DABROWSKI, WALTER G. Character and Personality Profiles in the Classroom, 532.

DOMINGUEZ, ALYSE. Making Educators Accountable to Parents, 644.

ECKBRETH, CATHY. Discipline in the Secondary Classroom, 109.

FERNALD, EDWARD, JESSE LOTT, and JOHN LUNSTRUM. Relating Background to Comprehension Through Word Association and Value Examination, 21.

FONTAIN, HAZEL. Re Discipline, 105.

FOX, KAREN F. A. Educational Research, 241; What Children Bring to School, 478.

FREEDMAN, THEODORE. Introduction: Why Teach About the Holocaust?, 263.

FREEHLING, WILLIAM W. The Civil War, 590.

FREIVOGL, ELSIE. See ALEXANDER, MARY; see also, DOCUMENT OF THE MONTH.

GALBRAITH, RONALD E. What Are We Building?, 537; An Accountability Checklist for Parents and Teachers, 645.

GARCIA, RICARDO. The Multiethnic Dimension of Bilingual-Bicultural Education, 492.

GAY, GENEVA. Reactions to "Putting Black into Brown," 196; Ralph Ellison: *Invisible Man*, 359.

GILLESPIE, JUDITH A. A Risk Worth Taking, 85.

GILLIOM, M. EUGENE, and RICHARD C. REMY. Needed: A New Approach to Global Education, 499.

HASH, RONALD J., and MOLLIE B. BAILEY. A Classroom Strategy, 24.

HEINZ, A. ELGIN. Murasaki Shikibu: *The Tale of Genji*, 339.

HILBERG, RAUL. Confronting the Moral Implications of the Holocaust, 272.

(Continued on page 648)

- HOFFMAN, ALAN J. See PUGLISI, DICK J.
- JENNINGS, WAYNE. See NATHAN, JOE.
- KALTSOUNIS, THEODORE. Reactions to "Putting Black into Brown," 194.
- KELLY, SUSAN H. Nantucket Odyssey, 126.
- LAMBERT, GLENN E. Teaching the Concept of Ethnocentrism, 408.
- LAVACH, JOHN F., and ROGER R. RIES. Ages and Stages, 375.
- LOSITO, WILLIAM F. See WHEELER, RONALD.
- LOTT, JESSE. Classroom Journals, 15. See also, FERNALD, EDWARD.
- LUNSTRUM, JOHN P. Introduction to Improving Reading in the Social Studies, 8. See also, FERNALD, EDWARD.
- MAKEKURA, JOSEPH. Building Discipline in a "Tough" School, 100.
- MAHOOD, WAYNE. The Ordeal of the Explorers, 129.
- MASSIALAS, BYRON G., with MARTHA D. MYLONAS. Sophocles: *Antigone*, 336.
- MATTHEWS, MARY W. Jane Austen: *Pride and Prejudice*, 346.
- MCGOUGH, KRIS. Too Much Power—Too Few People, 84; Uncharted Territory, 240; More Confessions, 410; Minimum Competency, 536.
- MEHLINGER, HOWARD. "When I see Mr. Jefferson, I'm Going To Tell Him. . . ." 54.
- MERKLE, ARMIN S., and ROBERT P. PEARSON. Sources and Resources for Teaching About the Middle East, 462.
- METCALF, FAY. Arthur Miller: *The Crucible*, 356.
- MYLONAS, MARTHA D. See MASSIALAS, BYRON G.
- NATHAN, JOE, and ROGER WANGEN. Roger Wangen is Interviewed by Joe Nathan, 370.
- NATHAN, JOE, and WAYNE JENNINGS. Graduation Competencies, 364.
- NAYLOR, DAVID T. Censorship in Our Schools, 119.
- NELSON, MURRY R. Clio, Calliope, Urania, 132.
- OLIVER, DONALD W. Reflections on Peter Carbone's *The Social and Educational Thought of Harold Rugg*, 593.
- OUELLETTE, RONALD P. Dante Alighieri: *Divine Comedy*, 344.
- PARADIS, JERRY. See VETTER, DON.
- PEARSON, ROBERT P. The Arab-Israeli Conflict, 457. See also, MERKLE, ARMIN S.
- PERETZ, DON. Ten Keys to the Middle East, 448.
- PIPHO, CHRIS. Minimum Competency Testing, 368.
- PRICE, ROBERT D. Teaching Reading Is Not the Responsibility of the Social Studies Teacher, 312.
- PUGLISI, DICK J., and ALAN J. HOFFMAN. Cultural Identity and Academic Success in a Multicultural Society, 495.
- RADER, WILLIAM D. Improving Critical Reading Through Consumer Education, 18.
- REMY, RICHARD E. See GILLIOM, M. EUGENE.
- RIES, ROGER R. See LAVACH, JOHN F.
- RITT, SHARON ISAACSON. Social Studies Content Attainment of Anglo and Navajo Indian Sixth-Grade Students, 616.
- ROBINSON, PAUL. Albert Camus: *The Stranger*, 353.
- ROSELLE, DANIEL. Introduction to Teaching Social Studies Through Literature, 335.
- ROWELL, C. GLENNON. Vocabulary Development in the Social Studies Program, 10.
- STEIN, HARRY. The Visual Reading Guide, 534.
- SUNAL, CYNTHIA S., and DENNIS W. SUNAL. Mapping the Child's World, 381.
- TAYLOR, BOB L. Teaching Reading Is Part of the Social Studies Teacher's Job, 313. See also, CLINE, RUTH K. J.
- VAN SICKLE, RONALD L. Experiential Concreteness and the Presentation of Value Dilemmas to Slow Learning Students, 64.
- VETTER, DON, and JERRY PARADIS. What Happens "After the Trial"? 634.
- VILLEGAS, GREGORY. Cultural Identity, 162.
- VOTEY, E. SCOTT. Political Attitudes Reflected in Soviet Elementary Textbooks, 228.
- WANGEN, ROGER. See NATHAN, JOE.
- WHEELER, RONALD W. Introduction to Young Children and the Social Studies, 374; The Book Shelf, 382.
- WHEELER, RONALD W., and WILLIAM F. LOSITO. Social Studies: The Child's Point of View, 378.
- WIESEL, ELIE. Then and Now, 266.
- YOUNGBLOOD, CHESTER E. Putting Black into Brown in Early Childhood Curricular Materials, 188; Response to Reactors, 198.
- ZAKARIYA, MOHAMED U. Arabic Script, 460.

TITLES

- Accountability Checklist for Parents and Teachers. AN. RONALD E. GALBRAITH, 645.
- Ages and Stages: Child Development Revisited. JOHN F. LAVACH and ROGER R. RIES, 375.
- Aging Education for the High School Student. BEVERLY JO CROOM, 406.
- Albert Camus: *The Stranger*. PAUL ROBINSON, 353.
- Arabic Script. MOHAMED U. ZAKARIYA, 460.
- Arab-Israeli Conflict, The: A Fictional Debate. ROBERT P. PEARSON, 457.
- Arthur Miller: *The Crucible*. FAY METCALF, 356.
- Bamboo: Strategies for Teaching About Aspects of Asian Culture. BR. RAYMOND ANTOLIK, 144.
- Beyond Flash Gordon and "Star Wars": Science Fiction and History Instruction. B. LEE COOPER, 392.
- Book Shelf. THE. RONALD WHEELER, 382.
- Building Discipline in a "Tough" School. JOSEPH MAKEKURA, 100.
- Censorship in Our Schools: The Need for a Democratic Perspective. DAVID T. NAYLOR, 119.
- Censorship Should Be a Public, Not a Professional, Decision. KEN CARLSON, 118.
- Character and Personality Profiles in the Classroom. WALTER G. DABROWSKI, 532.
- Civil War, The: Lincoln's Majority Rule or Davis' Consent of the Governed. WILLIAM W. FREEHLING, 590.
- Classroom Journals. JESSE LOTT, 15.
- Classroom Strategy, A: Improving Social Studies Comprehension. RONALD J. HASH and MOLLIE B. BAILEY, 24.
- Clio, Calliope, Urania: Mythology in the Elementary Classroom. MURRY R. NELSON, 132.
- Confronting the Moral Implications of the Holocaust. RAUL HILBERG, 272.
- Cultural Identity. GREGORY VILLEGAS, 162.
- Cultural Identity and Academic Success in a Multicultural Society: A Culturally Different Approach. DICK J. PUGLISI and ALAN J. HOFFMAN, 495.
- Dante Alighieri: *Divine Comedy*. RONALD P. OUELLETTE, 344.
- Discipline and American Students, Introduction. LARRY CUBAN, 98. Afterword, 112.
- Discipline in the Secondary Classroom. CATHY ECKBRETH, 109.
- Educational Research. KAREN F. A. FOX, 241.
- Eight Key Documents on Civil Rights. ALEXANDER *et al.*, 570.
- Election-Year Bonus: Glossary of Congressional Terms. CONGRESSIONAL QUARTERLY, 603.
- Experiential Concreteness and the Presentation of Value Dilemmas to Slow Learning Students. RONALD L. VAN SICKLE, 64.
- From Headlines to Humanism. LEON E. CLARK, 444.
- Graduation Competencies: More Than a Fad. JOE NATHAN and WAYNE JENNINGS, 364.
- History in the Raw. ALEXANDER *et al.*, 563.
- Holocaust, The: 1933–1945/A Chronology. ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH, 265.
- Holocaust, The: 1933–1945/Anti-Jewish Laws. ADL, 264.
- Holocaust Unit for Classroom Teachers, A. ROSELLE CHARTOCK, 278.
- Images of Women in European History. MILDRED ALPERN, 220.
- Implementing Global Education in the Elementary School: A Case Study. JOHN J. COGAN, 503.
- Improving Critical Reading Through Consumer Education. WILLIAM D. RADER, 18.
- Improving Reading in the Social Studies, Introduction. JOHN P. LUNSTRUM, 8.
- Information Privacy: JOHN L. BERG, 322; TODD CLARK, 323.
- Integrating Literature and "Free Reading" into the Social Studies Program. RUTH K. J. CLINE and BOB L. TAYLOR, 27.
- Jane Austen: *Pride and Prejudice*. MARY W. MATTHEWS, 346.
- Ka'bah, The: House of God. From *Aramco World Magazine*, 454.

- Leo Tolstoy: *War and Peace*. ALEXANDER M. CHABE, 349.
- Making Educators Accountable to Parents. ALYSE DOMINGUEZ, 644.
- Mapping the Child's World. CYNTHIA S. SUNAL and DENNIS W. SUNAL, 381.
- Minimum Competency. KRIS MCGOUGH, 536.
- Minimum Competency Testing: A Look at State Standards. CHRIS PIPHO, 368.
- More Confessions. KRIS MCGOUGH, 410.
- Multiethnic Dimension of Bilingual-Bicultural Education. The. RICARDO GARCIA, 492.
- Multiethnic Education Across Cultures: United States, Mexico, Puerto Rico, France, and Great Britain. JAMES A. BANKS, 177.
- Murasaki Shikibu: *The Tale of Genji*. A. ELGIN HEINZ, 339.
- Nantucket Odyssey: The Field Trip as Revitalizer. SUSAN H. KELLY, 126.
- Needed: A New Approach to Global Education. M. EUGENE GILLIOM and RICHARD C. REMY, 499.
- Ordeal of the Explorers, The: Moral/Legal Dilemmas. WAYNE MAHOOD, 129.
- Political Attitudes Reflected in Soviet Elementary Textbooks. E. SCOTT VOTEY, 228.
- Putting Black into Brown in Early Childhood Curricular Materials. CHESTER E. YOUNGBLOOD, 188. Response to Reactors, 198.
- Ralph Ellison: *Invisible Man*. GENEVA GAY, 359.
- Re Discipline: An Ounce of Prevention. HAZEL FONTEIN, 105.
- Reactions to "Putting Black into Brown": of JAMES A. BANKS, 191; of CARLOS E. CORTÉS, 192; of THEODORE KALTSOUNIS, 194; of GENEVA GAY, 196.
- Reflections on Peter Carbone's *The Social and Educational Thought of Harold Rugg*. DONALD W. OLIVER, 593.
- Relating Background to Comprehension Through Word Association and Value Examination: A Case Study in Geography. EDWARD FERNALD, JESSE LOTT, and JOHN LUNSTRUM, 21.
- Risk Worth Taking. A. JUDITH A. GILLESPIE, 85.
- Roger Wangen is Interviewed by Joe Nathan, 370.
- Social Studies: The Child's Point of View. RONALD WHEELER and WILLIAM F. LOSITO, 378.
- Social Studies Content Attainment of Anglo and Navajo Indian Sixth-Grade Students. SHARON ISAACSON RITT, 616.
- Sophocles: *Antigone*. BYRON G. MASIALAS, with the assistance of MARTHA D. MYLONAS, 336.
- Sources and Resources for Teaching About the Holocaust. ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH, 286.
- Sources and Resources for Teaching About the Middle East. ARMIN S. MERKLE and ROBERT P. PEARSON, 462.
- Story of NCSS Affiliation, The. 637.
- Studying Government Through Practical Community Encounters. JEFFREY J. BLAGA and DIANE SCHEMP BOYD, 146.
- Teacher Power—A Fantasy. TODD CLARK, 411.
- Teaching Reading Is Not the Responsibility of the Social Studies Teacher. ROBERT D. PRICE, 312.
- Teaching Reading Is Part of the Social Studies Teacher's Job. BOB L. TAYLOR, 313.
- Teaching Social Studies Through Literature, Introduction. DANIEL ROSELLE, 335.
- Teaching the Concept of Ethnocentrism. GLENN E. LAMBERT, 408.
- Ten Keys to the Middle East. DON PERETZ, 448.
- Then and Now: The Experiences of a Teacher. ELIE WIESEL, 266.
- Too Much Power—Too Few People. KRIS MCGOUGH, 84.
- Two Techniques for Teaching About Contributions of the Middle East, 456.
- Uncharted Territory. KRIS MCGOUGH, 240.
- Visual Reading Guide (VRG), The. HARRY STEIN, 534.
- Vocabulary Development in the Social Studies Program. C. GLENNON ROWELL, 10.
- What Are We Building? RONALD E. GALBRAITH, 537.
- What Children Bring to School: The Beginnings of Economic Education. KAREN F. A. FOX, 478.
- What Happens "After the Trial"? DON VETTER and JERRY PARADIS, 634.
- "When I See Mr. Jefferson, I'm Going To Tell Him. . . ." HOWARD MEHLINGER, 54.
- Why Teach About the Holocaust? Introduction. THEODORE FREEDMAN, 263.
- Why We Need Better Multiethnic Education. TODD CLARK, 163.
- Young Children and the Social Studies, Introduction. RONALD WHEELER, 374.

DEPARTMENTS

- BOOK REVIEWS. Louis M. Vanaria, Editor. 69, 233, 400, 508.
- CLASSROOM TEACHER'S "IDEA" NOTEBOOK. Alfred J. Campanella, Editor. 144, 406, 532, 633.
- EDITORIAL REFLECTIONS. Daniel Roselle. Why Me?, 5; Action Without Belief, 430; Random Thoughts of a Dedipagist, 558.
- ELEMENTARY EDUCATION. William W. Joyce, Editor. 126; Multiethnic Education, 188; Young Children and the Social Studies, 374; 492.
- INSTRUCTIONAL MEDIA. William E. Pulliam and Lynne Rich, Editors. 154; 386; Media and the Global Citizen, 624.
- RESEARCH DEPARTMENT. C. Benjamin Cox, Editor. 64, 478, 615.

FEATURES

- CRITIQUE AND COMMENTARY. Jack R. Fraenkel, Editor. Censorship in the Schools, 118; Is Teaching Reading a Responsibility of the Social Studies Teacher?, 312.
- DOCUMENT OF THE MONTH. CeCe Byers and Mary Alexander, Editors. A Literacy Test, 32; A Questionnaire on Moral Prob-

lems and Discipline, c. 1924, 114; A Resolution on "The Indian Question," 301; German Propaganda Leaflets, 398; A Key Telegram and a Key Press Release on the Recognition of the State of Israel, 469. With ELSIE FREIVOGEL: A Documentary Approach to Civil Rights, 563.

ERIC CLEARINGHOUSE. June E. Ramos, Editor. Reading in the Social Studies, 34; KAREN B. WILEY: The Family, 139; Energy and the Earth's Resources, 384; SUSAN HUSTLEBY: Cultural Studies: The Middle East, 472.

FROM THE FIELD. Alan Markowitz. 540, 640.

FROM THE OTHER SIDE OF THE DESK. Stuart Paul Marcus and Paul Jeffrey Richman. A Proposal to Revise the Secondary School Curriculum in Economics, 76; Is History Irrelevant?, 150; The Holocaust: A Study in Inhumanity, 295; A Proposal for a Civics Study Program, 403.

LETTERS TO THE EDITOR. 548.

NCSS NOTES. 6, 94, 256, 414, 436, 518, 550, 637.

TWO PERSPECTIVES. Kris McGough and Todd Clark, Editors. . . . on Federal Involvement in Curriculum Development, 84; . . . on Multicultural Education, 162; . . . on Research, 240; . . . on the Right of Privacy, 322; . . . on the Actions of Parents and Teachers, 410. Kris McGough and Ronald E. Galbraith, Editors. . . . on Competency-Based Education, 536; . . . on Accountability, 644.

SPECIAL FEATURES

CURRICULUM INFORMATION NETWORK QUESTIONNAIRE. Irving Morrisett, 642.

NCSS AWARD WINNERS. Carter G. Woodson Award, won by Dorothy Sterling; Citations for Exemplary Research, won by James P. Shaver and Judith V. Torney; Dissertation Award, won by Sharon Pray Muir, 255.

NOTABLE CHILDREN'S TRADE BOOKS IN THE FIELD OF SOCIAL STUDIES, 318.

PRESIDENTIAL ADDRESS. Howard Mehlinger, 1977 President, 54.

SOCIAL EDUCATION ASKS: "What Should Be the Role of Major American Companies and Corporations in the Protection and Development of Energy Resources?", 304.

INSERTS

POPULATION REFERENCE BUREAU. Classroom Materials, 38.

PRIME TIME SCHOOL TV. Teaching About the Period Between World War I and World War II, 201.

WQED-TV. Global Paper: The Fight for Food, 518.

SPECIAL SECTIONS

DISCIPLINE AND AMERICAN STUDENTS, February.

A DOCUMENTARY APPROACH TO CIVIL RIGHTS, November–December.

IMPROVING READING IN THE SOCIAL STUDIES, January.

MULTIETHNIC EDUCATION, March.

TEACHING ABOUT THE HOLOCAUST, April.

TEACHING ABOUT THE MIDDLE EAST, October.

TEACHING SOCIAL STUDIES THROUGH LITERATURE, May. □